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Ill.; Henry Pennypacker, Harvard University, Cambridge, Mass.; Frances E. Sabin, University of Wisconsin, Madison, Wis.; Julius Sachs, New York City; A. T. Walker, University of Kansas, Lawrence, Kansas; W. R. Webb, Jr., Bell Buckle School, Bell Buckle, Tenn.

#### PROGRAMME OF INVESTIGATION

The investigation will naturally have three stages:

- A. A careful inquiry into the relevant facts so that the existing situation may be made clearly known.
- B. Then an analysis and an impartial criticism of the ascertained facts.
- C. Finally, the most important result of all, the preparation of a progressive constructive plan for the teaching of the Classics in the Secondary Schools of the United States.

The subjects to be considered under these aspects are the following:

1. Existing administrative policies and their effect on Secondary School study of the Classics.
2. The present provision for Latin instruction.
3. The recent and present enrolment and record of Latin pupils.
4. The Secondary course of study in its present general arrangement and varying adaptations in relation to the study of Latin.
5. The all-important question of the spirit and method of the teaching. Early development of the pupil's ready use of the language and of reading power. Introduction to Latin through English.
6. The better training of classical teachers and practicable agencies for securing the same.
7. Arrangement of the Latin courses of study to secure a better adaptation of content and method to the age and ability of the pupil.
8. The relation of the completed School course in Latin to College entrance requirements.
9. Consideration of the place and value of vocational Latin, use of translations, and of the newer helps, such as Latin phrase-books, songs and plays, charts, pictures of domestic and public life, ancient coins, inscriptions, works of art and other illustrative material.
10. The relation of Latin to other Secondary School studies.
11. The status of Greek by itself and in relation to Latin and other subjects.
12. The new situation in Secondary Education. The movement for securing a longer Secondary School course by beginning earlier, thus saving the present waste in the Elementary Schools. Great importance of this for solving the problem of the place of the Classics in the Schools. The Junior High School. Its advantages and defects in this connection.
13. Consideration of identical or closely similar questions now emerging in Great Britain, France, and Germany in view of the lessons taught by the World War.

#### METHOD OF INVESTIGATION

The method proposed is:

- (1) Formulation of the plan of investigation by a General Advisory Committee, assisted by Regional Committees.
- (2) Carrying out the plan of investigation by experts.

- (3) Regular conferences of committees to consider reports of experts and for whatever other deliberation is needed.
- (4) Preparation by the General Advisory Committee of a complete Report embodying the results of the investigation, and
- (5) Publication and distribution of this Report.

ANDREW F. WEST,  
*President American Classical League.*

#### Classical Articles in Non-Classical Periodicals

- American Architect—March 9, Rome Extending her Area. Ancient City Reclaims Campagna for Ampler Food Supply and More Room for her People [contains comparisons with the condition of the ancient Campagna].
- American Magazine of Art—Jan., News Letter from the American Academy in Rome, Gorham P. Stevens, Director [see, also, the numbers for February and March. These letters contain much of interest and value for classicists].—Feb., Memoirs of the American Academy in Rome. Vol. III [book note]; Greek Photographs [note on a collection of photographs of Greece constituting an exhibition peculiarly suited for Libraries and Schools].
- Athenaeum—Dec. 31, Classical Translations, F. L. I. = (L. Ellis, Agamemnon [poor]; P. Claudel, Les Choéphores d'Eschyle [has dignity and breadth and form]; R. Aldington, The Poems of Meleager of Gadara, and E. Storer, The Windflowers of Asklepiades and The Poems of Poseidippos [prose translation detracts from their beauty, which is only one of form]; A. Lothian, The Golden Treasury of the Greeks [a pleasant book]; W. Stebbing, Some Masterpieces of Latin Poetry [poor]).—Jan. 21, G. Murray, The Agamemnon of Aeschylus, Translated into English Rhyming Verse (J. T. Sheppard) [less successful than his Bacchae and Hippolytus, but far more successful than his Oedipus].—Jan. 28, The Fortune of Carthage, F. L. Lucas [short story on the battle of the Metaurus].—Feb. 4, The Royal Numismatic Society [short note on a tetradrachm of the Satrap of Susiana (c. 316 B. C.)].—Feb. 11, C. Lamb, The Adventures of Ulysses. Edited by E. A. Gardner (S. B.) [the editor has done his part satisfactorily].—Feb. 26, (Nation and Athenaeum), T. Frank, An Economic History of Rome to the End of the Republic [a convincing, scholarly, and fascinating contribution indispensable to the student of Roman history].
- Bibliotheca Sacra—Jan., The Westcott and Hort Text Under Fire, W. W. Everts [adverse criticism of the W. and H. text].
- Deutsche Rundschau—Dec., Propyläen-Verlag [short notices of several books in the series entitled Klassiker des Altertums].
- English Historical Review—Jan., Diehl, Histoire de l'Empire Byzantin (R. M. D.) [a useful and readable book]; G. Ferrero and C. Barbagallo, A Short History of Rome [story of early period conservative in treatment; that of the Empire somewhat badly recounted]; The 'Alimenta' of Nerva and his Successors, Alice M. Ashley [the author's aim is to give in short form the main evidence bearing on the establishment and administration of alimentary funds for poor children throughout Italy].
- Freeman—Jan. 19, A Mountain in Thessaly [Olympus], H. W. Frantz [musings in War-time Greece of interest to classicists].—Jan. 26, In the Classical

- Cemetery. IX. Mother against Daughter, A. Harvey [Clytemnestra versus Electra in Greek tragedy].—Feb. 9, In the Classical Cemetery. X. The Frenzied Prophetess, A. Harvey [pro-Euripidean comment on Cassandra]; Horatian Satire, R. K. Hack = (G. C. Fiske, Lucilius and Horace) [the work is valuable where Professor Fiske devotes himself to pointing out parallels].—March 2, The Classicist's Opportunity [the generation produced by the vocationalists has missed the lesson that life is given to human beings for their enjoyment. The classicist should conduct an *offensive* for his subjects as supplying this factor].
- Harvard Law Review—Jan., The Valuation of Property in the Roman Law: With Foreword by Roscoe Pound, N. Matthews.
- Harvard Theological Review—Jan., Immanence, Stoic and Christian, G. H. Rendall; The Medical Language of Hippocrates, H. H. Cadbury [claims that Hippocrates's medical vocabulary was non-technical].
- Historical Outlook—March, The Slave in Ancient Attica, Chloe M. Hardy [makes considerable use of Ancient Greece and its Slave Population, S. Zaborowski, Report of the Smithsonian Institution for 1912, pages 597-608, obtainable separately].
- Historische Zeitschrift—3, 27, 1, Die Entstehung der Römischen Nobilität, M. Gelzer [acts, also, as a review of F. Münzer, Römische Adelsparteien und Adelsfamilien].
- Howard University Record—March, A Study in Virgil and Homer, Ophelia M. B. Davis [this is described as an "Extract from a Thesis in Comparative Literature"].
- Literarische Echo—Dec. 1, K. Heinemann, Die Tragische Gestalten der Griechen in der Weltliteratur (A. v. Gleichen-Russwurm) [traces Prometheus, Electra, etc., from their death in Latin literature till their reappearance in modern times].
- Literary Review—Dec. 31, Sympathetic Criticism = [G. Norwood, Greek Tragedy (Paul Shorey)].
- Mémoires de la Société de Linguistique de Paris—52, 1, Deux Étymologies Latines, H. Pedersen [suggested etymologies of *sacerdos* and *sospes*].
- Mercure de France—Dec. 1, Pourquoi Platon n'Aimait pas les Poètes, E. Martin.
- Mind—N. S. 117, Plato's 'Misconception' of Morality, E. Hale [denies the misconception charged by Leon in Mind, 112].
- Modern Language Notes—Jan., Pegasus as the Poet's Steed, W. P. Mustard [very brief note quoting this conception from a poem of the 15th century].—March, Notes on Ben Jonson's Catiline, W. P. Mustard [parallel passages from the Catiline and from Latin authors].
- Modern Philology—Dec., A Plautine Source of the Merry Wives of Windsor, R. S. Forsythe.
- Nation (London)—Jan. 1, A Declining Literature—(W. C. Summers, The Silver Age of Latin Literature from Tiberius to Trajan) [Mr. Summers knows his authors thoroughly, though they suffer much in his versions].
- New Statesman—Jan. 1, (L. L. Shadwell, The Odes of Horace) [concise, but not always fair English]; (H. D. Ellis, English Verse. Translations of Selections from the Odes of Horace, the Epigrams of Martial, and other Writers, with a few Original Pieces in English and Latin) [has done a few Odes with considerable success].
- The Open Court—March, The Affinity of Druidism with Other Religions, Dudley Wright [illustrated].
- Revue Historique—Sept.-Oct., J. Carcopino, La Loi de Hiéron e les Romains (A. Piganiol) [praised; treats law of Hiero, Roman law codified by Rutilius, and the practice of the corrupt governors of the end of the Republic].
- School Review—March (H. A. Brown, A Study of Ability in Latin in the Secondary Schools).
- Sewanee Review—Jan.-March, T. Frank, An Economic History of Rome to the End of the Republic (J. B. E.) [has given practically everything worth saying that can be said upon the subject].
- Spectator—Jan. 22 and Jan. 29, Greek and Hindu Philosophy [correspondence by W. Marsh and P. Millington].
- Times (New York, Sunday Book Review)—Jan. 16, From Lucan and Juvenal to Ezra Pound, H. S. Gorman [includes a review of W. C. Summers, The Silver Age of Latin Literature].
- Washington University Studies, Vol. VIII, Humanistic Series, No. 1—Roman Moon Lore, Eugene Tavenner.
- Zeitschrift für Deutsches Altertum und Deutsche Literatur—56, 1 and 2, Die Praefatio zum Heliand und die Versus de Poeta, M. H. Jelinek [study of the Latin sources]; E. Sadée, Rom und Deutschland vor 1900 Jahren, A. Gudeman, P. Cornelii Taciti de Germania (E. S.) [brief book notices].

W. S. M.

#### A LESSON ON AN ODE OF HORACE

Dozens of persons have told teachers of the Classics how they ought to teach Latin and Greek. Seldom, however, very seldom indeed, has anyone endeavored to illustrate, in concrete fashion, the general principles he or she sought to enunciate. Hence, a special interest attaches to an article, under the caption which forms the title of this brief note, by Professor J. W. Mackail, to be found in The Classical Review for February-March, 1921 (35.2-7).

C. K.

#### CLASSICAL CLUB OF GREATER BOSTON

The Spring Social Meeting was held at the Museum of Fine Arts on Saturday, on March 26. After the luncheon, the President, Rev. Willard Reed of the Browne and Nichols School, Cambridge, commented briefly upon the topic of the day, The Life of The Classics—Not Past, but Permanent!

The first speaker, Professor Irving Babbitt, Professor of French Literature in Harvard University, made an earnest appeal for standards in education, in these days of "rampart sensationalism". The standards, too, must be translated into men—the "Word made flesh". In this movement teachers of the Classics should take the lead.

Professor Babbitt was followed by Professor John L. Lowes, Professor of English in Harvard University, who emphasized the importance of the present *coming together* movement of Ancient and Modern Language teachers at Harvard. There are no longer two fields, but one, each recognizing that the other is essential. Professor Lowes regretted that in the prescribed reading a large percentage of the students would be forced to have recourse to translations, for the simple reason that they do not know how to *read* the Classics. In the teaching of Greek and Latin, in School and College, accuracy must not be sacrificed. But there is something higher, namely, ability to read, so as to get the spirit of the Classics, and thus read with true enjoyment.

ALBERT S. PERKINS,  
Censor.